

## **What resources, in terms of criteria or tools are available to help states and districts to make informed choices about whether a program, model, or approach to dropout prevention is suited to their particular context? (November 2009)**

In many instances the publication, product or tool listed covers a broader scope than requested. Under each resource listed, there is a "NHSC Comment" that will guide the user to the portion that is most applicable to selection criteria for interventions. In addition, one National High School Center publication that may be of use to you is: *Approaches to Dropout Prevention: Heeding the Warning Signs with Appropriate Interventions.*

The following is a list of identified resources.

Chait, R., Muller, R.D., Goldware, S., & Housman, N.G. (2007). Academic interventions to help students meet rigorous standards: State policy options. Washington, DC: National High School Alliance. Retrieved from the national High School Alliance Web site.

*NHSC Comment: While the question focuses on criteria for identifying interventions at the district and school levels, this document focuses on state policy options. It may be useful as a state education agency explores ways to enable the conditions for districts and schools to support at-risk students.*

Author Description: This report provides an overview and analysis of interventions to support struggling students in achieving high standards, synthesizes current research findings, and presents an array of strategies specific to state policymakers, focusing primarily on accelerated learning options, extended learning time, personalized learning environments, dropout prevent and recovery programs and literacy instruction.

Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Practical guidelines for the education of English language learners: Research based recommendations for instruction and academic interventions. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from the Center on Instruction Web site.

*NHSC Comment: This piece might be useful when considering supports and interventions for English language learner students.*

Author Description: The document provides evidence-based recommendations for policymakers, administrators, and teachers in K-12 settings who seek to make informed decisions about instruction and academic interventions for ELLs. (Author Description)

Georgia Department of Education. (2006). Graduation Counts! Readiness to Results in Grades 6-12: Foundations and Strategic Actions for Improving Graduation Rates and Academic Successes for All Students. Atlanta, GA: Author. Retrieved from the Georgia Department of Education Web site.

*NHSC Comment: This guide is designed to be a practitioner's guide for improving school graduation rates. Specifically, this resource is suggested because of the information that begins on page 47 of the guide. You will find information about an approach to developing a schoolwide intervention system. While it does not provide specific criteria for connecting students with specific interventions, it does provide information about how a practitioner might conceptualize a schoolwide intervention strategy.*

Author Description: This is a practitioner's guide for improving graduation rates. It provides a rationale for making changes as well as information on how to make changes that can result in improved graduation rates.

Jobs for the Future. (2009). Bringing Off-Track Youth into the Center of High School Reform: Lessons and Tools from Leading Communities. Boston, MA: Author. Retrieved from the Jobs for the Future [Web site](#).

*NHSC Comment: This resource provides a comprehensive set of tools designed for district-level change to improving graduation rates and college readiness among all students. Pages 59-63 provide an example of how New York City Public Schools mapped out opportunities for students who fall off-track to the specific needs of students.*

Author Description: This resource was designed for educators and other community leaders in cities across the nation to use as a "starter kit" for their communities in planning a systemic approach to dropout prevention and recovery. The first chapter provides a set of tools to help educators prevent students from becoming disengaged and dropping out; the second chapter offers tools to help districts develop and implement new and challenging options for re-engaging youth who are significantly off-track or have left school completely; and the third chapter focuses on managing and governance issues and strategies for evaluating and improving schools that serve off-track youth.)

Kentucky Department of Education (2009). Online Dropout Prevention Resource Guide. Frankfort, KY: Author. Retrieved from the Kentucky Department of Education [Web site](#).

*NHSC Comment & Description: This practitioners' guide is designed for a number of audiences (educators, students, parents). It has strategies and "scenarios" depending on a student's needs. The "[Student Needs](#)" survey portion of the guide may be particularly useful for your purposes. The survey is designed for educators to complete for students and based on the responses to the survey educators are provided with a ranked list of strategies to support the student.*

Lehr, C. A., Johnson, D. R., Bremer, C. D., Cosio, A., & Thompson, M. (2004). Increasing rates of school completion: Moving from policy and research to practice: A manual for policymakers, administrators and educators. Minneapolis, MN: National Center on Secondary Education and Transition. Retrieved from the National Center on Secondary Education and Transition [Web site](#).

*NHSC Comment: Part III of this publication entitled, What Works In Dropout Prevention, provides a summary of interventions in the Summary Chart of Dropout Prevention Programs.*

Author Description: Improving the graduation rate for students at risk of school failure is receiving national attention. The No Child Left Behind Act has raised expectations and added new accountability requirements that must now be addressed. Information on effective research-based interventions and practices must be systematically used to help improve the graduation rate of all students. The following sample interventions represent diverse approaches to addressing the problem of dropout and promoting school completion. Many of the interventions target alterable variables, and many focus on addressing the protective factors that can enhance school completion. For example, the interventions in this section focus on increasing students' sense of belonging in school, fostering the development of relationships, improving academic success, addressing personal problems through counseling, providing skill-building opportunities in behavior, teaching social skills, etc. The diversity of successful approaches reflects the complexity of the dropout problem and the need to tailor approaches to local circumstances.

National Dropout Prevention Center Network. (2009). Model Programs. Guide. (Link) Clemson, South Carolina: Author. Retrieved from the National Dropout prevention Center Web site.

*NHSC Comment: This database has a lot of information on programs/interventions, and is continually being updated.*

Author Description: Program Profiles is the most up-to-date database (Focus) containing hundreds of dropout prevention programs taking place across the country. The rating scale for the programs selected for the National Dropout Prevention Center (NDPC) database of Model Programs is based on the evaluation literature of specific prevention, intervention, and recovery programs. The overall rating is derived from three summary dimensions of program effectiveness:

- The number of years program in existence
- The evaluation design
- The empirical evidence demonstrating the prevention or reduction of dropouts or the improvement in graduation rates and/or significant impact on dropout-related risk factors.

**Topics:** Assessments, Accountability, Student Support Services/Systems, Programs and Interventions